
Science 9 and English 9 Final Project - TED Talk

1. Choose a topic related as closely as possible to grade nine/ten science curriculum, but beyond the curriculum covered this year. Must integrate as many concepts as possible. Look for inspiration at the end of each unit, called the integrated research investigations.
2. Get approval for your topic and sign up.
3. Listen to at least five different TED talks to determine what makes an effective TED talk.
4. Research all aspects of your topic in detail and assemble portfolio to illustrate the process
 - i. collect notes
 - ii. include bibliography of at least five sources of different forms of media
 - iii. write an outline and talking notes on cue cards (or laptop with powerpoint acting as a Tele prompter!)
5. TED Presentation outline:
 - i. state the three to five main points to be discussed at the beginning
 - ii. elaborate on each point one by one using supporting details, evidence, illustrations, facts/figures, charts, graphs, examples, models etc
 - ii. review and restate three to five points at the end again
6. Include a hands-on demo or at least five powerpoint slides incorporated in your TED talk.
7. TED talk should be at least 6-10 minutes, but not longer than 15 minutes
8. Video tape TED talk and post on youtube (or whatever works for you!) and post link on your edublog.
9. Listen and provide written feedback/ comments for at least five of your classmates' TED talks and submit your comments in their edublog. Comments should be about one paragraph in length, be provocative, ask questions, critique content, offer further insights, dig deeper etc.
10. Complete and return the attached assessments for science 9/10 and English 9

Overview

- You have already been exposed to Shakespeare's *Midsummer Night's Dream*, and the elements of comedy and tragedy.
- As a class, we have been studying *Midsummer Night's Dream* and Shakespeare's exploration of love amid character and wordplay.
- You will be undertaking an Independent Study project wherein you make a connection between *Midsummer Night's Dream* and either your novel study or something of personal interest to you.
- An independent study is an assignment which requires you to work on your own and go to sources of information outside the classroom.
- Once you have found the information your task is to organize it and create an online resource that will be peer evaluated. This could be a blog, PowerPoint, podcast, wikispace, youtube, etc.

Process

1. Choose a topic:

- Your topic should be interesting to you. Be prepared to check out more than one topic initially in the event that there is not much information about your primary choice.

Tip / Hint

- When you first "experienced *Midsummer Night's Dream*, which aspect was the most interesting to you?
- Were you drawn to a specific character? Was the story something you enjoyed? Were you interested in the comedy? The romance? The magic? Nature?

List of several possible topics I could pursue:

- *In Midsummer Night's Dream, Nature is represented as magical*
- *Shakespeare's representation of Love in the play*
- *The differences between comedy and tragedy*
- *How Shakespeare has influenced filmmaking & comedy*

Delete the above options and put in your own.

2. **Brainstorm the topic:** Find out how much you already know about this topic. List all the different ideas you have that may lead you to information. Make a note of url's or locations that you might go to for information.

Brainstorm here:

3. **Ask an expert for help:** If you can, go to an expert in this area for guidance or advice. The librarian is an excellent resource when you are looking for information.
4. **Find information:** Go to your sources or information and gather the details and ideas necessary to write your report. Some skills you will be using at this stage include skimming, scanning, and note taking. You will also be using research skills.

Create a list of sources that you have found for information with hyperlinks:

5. **Organize your information:** Find out what you have that you need and what you don't need. Organize your ideas and information so that you can begin your first draft.

List topics and categories that you have used to organize your information:

6. **Rough Draft:** Write a rough draft of the organized ideas that you will be presenting online.

Paste the Text of your draft here:

7. **Conference Sheet:** Once you have chosen your topic and found your information, you should fill out this form and go over it with your teacher. **It is up to you to make sure it is completed and that you have conference with your teacher before you begin your online aspect.** This sheet shows how you went about finding your information and how you have managed your time.

Student: _____ Date: _____

Topic: _____

What steps have you taken in your independent study so far?

1.

2.

3.

What are the url's of the major resources you have consulted so far?

1.

2.

3.

How have you revised your ideas of information during the writing process? Explain.

How are you going to organize your information? Explain.

What ideas do you have so far for your online component? Where will it be posted? What type of visuals, text, etc, will you use?

8. **Revise and Edit:** Go through your first draft with the help of a partner.
9. **Polish & Publish:** Write your final copy (including any visuals you are using), and post it online.
10. **Prepare for your oral presentation:** Send a link to your teacher for your work to be posted on the class site.

Success

Read over the essay marking rubric and the oral marking rubric one more time, and see if you have met all the expectations. Highlight your assessment of your own writing, using the yellow highlighter in the annotations/reviewing. Once you have done this, send a copy of all of your work in an email with this document to your teacher. Send a duplicate copy to your folder on the school network. You're done!

Self Evaluation	
Name: _____ Date: _____	
Topic: _____	
Time Management: Were you able to manage your time in the classroom, in the computer lab, and at home in order to complete each section of the assignment by the due date? Explain.	I would give myself: / 10
Finding Information: Were you able to find various online resources about your topic? Explain how you were critical of courses.	I would give myself: / 10
Organizing Information: Were you able to organize the information you found into a logical piece of writing or collection of ideas? Explain.	I would give myself: / 10
Revision and Editing: Were you able to revise and edit your piece of writing or collection of ideas so that it was polished and easy for the reader to understand? Explain.	I would give myself: / 10
Online / Oral Presentation: Were you able to present your information to the audience such that it could be heard, easily understood, and/or was interesting to listen to? Explain.	I would give myself: / 10

ASSESSMENT CHECKLIST 10

Computer Slide Show Presentation

Element	Assessment	
	Self	Teacher's
1. The topic has been researched well.	<input type="checkbox"/>	<input type="checkbox"/>
2. Content is summarized into an outline (point form) format.	<input type="checkbox"/>	<input type="checkbox"/>
3. The content has been organized in a logical and sequential way.	<input type="checkbox"/>	<input type="checkbox"/>
4. There is no more than one main idea on each slide.	<input type="checkbox"/>	<input type="checkbox"/>
5. Colour, text, and type font are consistent for all slides.	<input type="checkbox"/>	<input type="checkbox"/>
6. There is an introductory and a concluding slide.	<input type="checkbox"/>	<input type="checkbox"/>
7. Use of pictures and video complements the text.	<input type="checkbox"/>	<input type="checkbox"/>
8. Space on each slide is used well.	<input type="checkbox"/>	<input type="checkbox"/>
9. The slides have an appropriate amount of animation supplementing the content.	<input type="checkbox"/>	<input type="checkbox"/>
10. The animation used in the presentation is consistent.	<input type="checkbox"/>	<input type="checkbox"/>
11. The presentation is attractive and professional.	<input type="checkbox"/>	<input type="checkbox"/>

Oral Online Information

Aspect	Not yet within Expectations	Minimally within Expectations	Fully Meets Expectations	Exceeds Expectations
Snapshot				
➤ Overall impact	<i>The writing is often fragmented and may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear, complete and accomplishes the purpose or task.</i>	<i>The writing is clear, focused, and fully-developed; it accomplishes the purpose and creates desired impact.</i>
Meaning				
➤ Ideas & information	➤ Purpose is unclear; focus is not sustained	➤ Purpose clear; focus may waver	➤ Purpose is clear; consistent focus	➤ Tightly focused; well-defined purpose
➤ Use of detail	➤ Examples, details are irrelevant, too general or simplistic	➤ Some relevant details and examples	➤ Logically developed with relevant details and examples	➤ Vivid, relevant details and examples; may show originality
➤ Use of sources		➤ Some accurate information; may be incomplete or poorly integrated	➤ Accurate and complete information; well-integrated	➤ Accurate and complete information; skillfully integrated
Style				
➤ Clarity, variety & impact of language	➤ Language and images are repetitive and often unclear.	➤ Language and images are clear and varied.	➤ Varied language and images; has some impact; fits purpose.	➤ Precise language and images chosen for effect.
Form				
➤ Introduction	➤ Simple, repetitive sentences.	➤ Some variety in sentences.	➤ Varied, complex sentences.	➤ Varies sentences to create a particular effect.
➤ Organization & Sequence	➤ Opening is not engaging; may omit purpose or thesis statement	➤ Introduction states simple thesis or purpose; attempts to engage reader	➤ Introduction clearly states purpose or thesis, engages reader	➤ Introduction catches attention, offers well-developed thesis
➤ Conclusion	➤ Difficult to follow; transitions are weak or missing	➤ Logical organization; sequence may be ineffective	➤ Logically organized and sequenced; varies transitions	➤ Effective sequence and transitions make reasoning clear
Conventions				
➤ Pronunciation	➤ May end without a logical conclusion.	➤ Some errors, but meaning is clear	➤ Comes to closure; tries to leave an impact.	➤ Strong conclusion leaves an impact.
➤ Stance & Volume	➤ Frequent, repeated errors in basic language pronunciation and enunciation	➤ Some evidence of rehearsal and performance; put together carefully	➤ May have occasional errors	➤ May make occasional errors when taking risks
➤ Performance	➤ Resembles an unrehearsed presentation with few or no performance aspects	➤ Some eye contact; eye catching	➤ Carefully rehearsed and performed or put together	➤ Effectively performed or put together
➤ Eye contact			➤ More eye contact and volume effective without dropped points; more eye catching with effective images.	➤ Volume, eye contact present and maintained effectively; extremely eye-catching
➤ Assembly	➤ Eye contact absent; only text.			

DATE:

NAME:

CLASS:

ASSESSMENT RUBRIC 10**Presentation Rubric****Performance Indicators**

Level 1: Not yet within expectations

Level 2: Meets expectations (minimal level)

Level 3: Fully meets expectations

Level 4: Exceeds expectations

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Science Concepts • uses scientific concepts accurately	Student can use scientific concepts with much prompting.	Student can use scientific concepts.	Student knows scientific concepts well.	Student can verbalise scientific concepts.
Supporting Details • uses class and reference materials to support concepts	Student uses basic class materials to provide support.	Student uses variety of class materials to provide support.	Student uses class and other materials to provide support.	Student uses class and other materials, plus helps others provide support.
Vocabulary • chooses words appropriate for science and target audience	Student can use appropriate vocabulary.	Student uses appropriate vocabulary readily.	Student uses vocabulary easily and well.	Student uses vocabulary well, helps others to use it.
Use of Media • uses a variety of media (audio, visual, written, electronic)	Student uses some media to support presentation.	Student supports presentation with various media.	Student links detail in various media to presentation.	Student shows originality in use of multiple media.
Organization • begins and ends clearly • body flows in orderly fashion	Student could improve clarity and structure.	Student starts and ends well, body unclear.	Student has clarity and good flow.	Student is well organized and confident.
Vocal Quality • speaks clearly, with varied pitch and tone	Student needs reminders to vary voice.	Student speaks clearly, may alter voice.	Student sometimes alters voice patterns.	Student uses voice to add interest.
Motivation • stimulates interest or response from audience	Student shows little interest in motivation.	Student provokes modest interest.	Student stimulates some interest and responses from others.	Student evokes interest in topic and responses from listeners.
Body Language • uses gestures, changes eye contact and posture	Student moves little during delivery.	Student tries to use movement during delivery.	Student uses movement well during delivery.	Student makes effective use of movement during delivery.

(continued)

ASSESSMENT RUBRIC 10**Presentation Rubric** (continued)

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Layout and Design <ul style="list-style-type: none"> • use of space • size/placement of elements • use of backgrounds, colours • consistent images • enhances message • effectively accomplishes purpose 	Student needs help to use features of the tool or program.	Student can use features of the tool or program, with some help.	Student uses features of the tool or program (e.g., backgrounds, colours, templates, icons).	Student uses features of the tool or program, and helps others to use them also.
	Student requires help and prompting to use features such as icons, animations, etc., consistently.	Student requires some prompting to use features such as icons and animations consistently.	Student consistently uses features such as icons and animations.	Student consistently uses features and encourages others to use them.
	Not all images are appropriate in size, and student could improve organization.	Images are somewhat appropriate in size and are organized.	Images are appropriate in size and are placed in an easily understood sequence.	Images are appropriate in size, visually effective, and well placed.
Format of text	Colours, fonts, etc., could be improved to aid viewing and reading.	Colours, fonts, etc., allow content to be seen and read.	Colours, fonts, etc., enhance ease of viewing and reading.	Colours, fonts, etc., are visually attractive as well as easy to see and read.
	Student could improve text layout.	Text layout could be improved but is reasonably effective.	Economical but effective use of text (e.g., key points rather than full sentences, point form as appropriate)	Economical, effective, and inventive use of text
Use of Images, Sounds, Animations, and Video <ul style="list-style-type: none"> • purposeful • complement/enhance message or purpose • appropriate • effective 	Student uses images, sounds, animations, etc., as part of the presentation.	Student uses a variety of images, sounds, animations, etc., as part of the presentation.	Images, animations, sounds, etc., support and enhance the text message or purpose.	Images, animations, sounds, etc., are interesting, well chosen, and support/enhance the text message or purpose.
	Student uses images as part of presentation, but not all are relevant.	Images are relevant.	Images are appropriate and effective for content.	Images are interesting, well chosen, appropriate, and effective for content.
	Student uses multimedia effects, but they may be distracting to the viewer.	Student uses multimedia effects.	Multimedia effects enhance message rather than interfering with or distracting the viewer.	Multimedia effects are interesting and effective, enhancing the message.
Use of Charts, Tables, and Graphs <ul style="list-style-type: none"> • use of legends, keys, and labels • accurate • complete 	Student needs help with charts, graphs, or tables.	Student may need some help with charts, graphs, or tables.	Charts, graphs, or tables are used to illustrate information.	Charts, graphs, or tables are accurate and complete.
	Student needs help or reminding to include label/titles.	Labels/titles are in place.	Label/titles are accurate.	Label/titles are clear and accurate.
	Labels/titles are present but incomplete.	Labels/titles are somewhat complete.	Labels/titles are complete.	Label/titles are well placed and complete.
	Student needs help choosing an appropriate style of table or graph.	Student can choose an appropriate style of table or graph, with some help.	Style of table or graph is appropriate to message.	Style of table or graph is visually effective as well as appropriate to message.

Source: Part of this table is adapted from the *Presenting Information Assessment Rubric*, Ministry of Education, British Columbia.